

Dear Parents and Carers,

6<sup>th</sup> November 2017

The following is a list of the 'common exception words' set out in the National Curriculum that children are expected to be able to spell by the end of Year 2. These are words that are used often but don't follow key spelling rules.

## Year 1 and 2 Common Exception Words

### Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

### Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	



We will be sending home three common exception words a week for your child to practise spelling.


On the following pages you will find some of the strategies that we use in school to help with learning spelling.

Thanks for your co-operation,

Year One



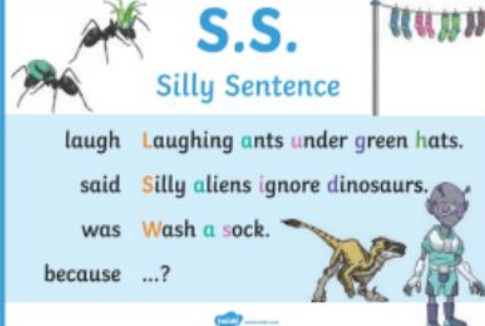
1



### S. Syllables

elephant el / e / phant  
 Wednesday Wed / nes / day  
 February Feb / ru / a / ry  
 hippopotamus ...?

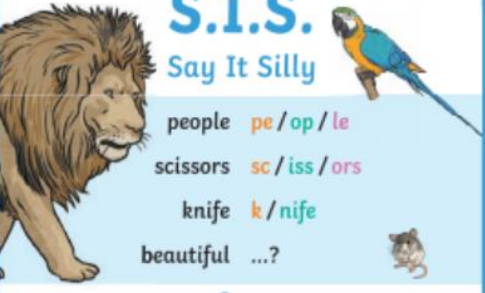
2



### S.S. Silly Sentence

laugh Laughing ants under green hats.  
 said Silly aliens ignore dinosaurs.  
 was Wash a sock.  
 because ...?

3



### S.I.S. Say It Silly

people pe / op / le  
 scissors sc / iss / ors  
 knife k / nife  
 beautiful ...?

4



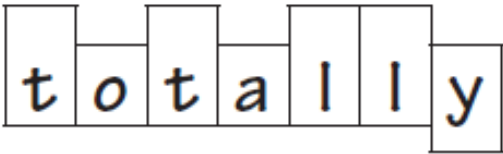
### W.W.W. Words Within Words

orchestra weird  
 excellent business  
 through?

**WEST HOVE INFANT SCHOOL**, School Road Site, Portland Road, Hove, East Sussex, BN3 5JA, Tel: 01273 733386, Fax: 01273 323867, Email: admin@westhove-inf.brighton-hove.sch.uk


**WEST HOVE INFANT SCHOOL**, Connaught Site, Connaught Road, Hove, East Sussex, BN3 3WB, Tel: 01273 733386, Fax: 01273 323867, Email: connaughtoffice@westhove-inf.brighton-hove.sch.uk



<p><b>Look, say, cover, write, check</b></p>	<p>This is probably the most common strategy used to learn spellings.  <b>Look:</b> first look at the whole word carefully and if there is one part of the word that is difficult, look at that part in more detail.  <b>Say:</b> say the word as you look at it, using different ways of pronouncing it if that will make it more memorable.  <b>Cover:</b> cover the word.  <b>Write:</b> write the word from memory, saying the word as you do so.  <b>Check:</b> Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.</p>
<p><b>Trace, copy and replicate (and then check)</b></p>	<p>This is a similar learning process to 'look, say, cover, write, check' but is about developing automaticity and muscle memory.  Write the word out on a sheet of paper ensuring that it is spelt correctly and it is large enough to trace over. Trace over the word and say it at the same time. Move next to the word you have just written and write it out as you say it. Turn the page over and write the word as you say it, and then check that you have spelt it correctly.  If this is easy, do the same process for two different words at the same time. Once you have written all your words this way and feel confident, miss out the tracing and copying or the tracing alone and just write the words.</p>
<p><b>Segmentation strategy</b></p>	<p>The splitting of a word into its constituent phonemes in the correct order to support spelling.</p>
<p><b>Quickwrite</b></p>	<p>Writing the words linked to the teaching focus with speed and fluency. The aim is to write as many words as possible within a time constraint. Pupils can write words provided by the teacher or generate their own examples. For example, in two minutes write as many words as possible with the /i:/ phoneme.  This can be turned into a variety of competitive games including working in teams and developing relay race approaches.</p>
<p><b>Drawing around the word to show the shape</b></p>	<p>Draw around the words making a clear distinction in size where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box. Now try to write the word making sure that you get the same shape.</p> 





<p>Drawing an image around the word</p>	<p>This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable.</p>  <p>You can't use this method as your main method of learning spellings, but it might work on those that are just a little more difficult to remember.</p>
<p>Words without vowels</p>	<p>This strategy is useful where the vowel choices are the challenge in the words. Write the words without the vowels and pupils have to choose the correct grapheme to put in the space. For example, for the word field:</p> <p style="text-align: center;">f _ _ _ ld</p>
<p>Pyramid words</p>	<p>This method of learning words forces you to think of each letter separately.</p> <p style="text-align: center;">     p      py      pyr      pyra      pyram      pyrami      pyramid   </p> <p>You can then reverse the process so that you end up with a diamond.</p>
<p>Other strategies</p>	<p>Other methods can include:</p> <ul style="list-style-type: none"> <li>• <b>Rainbow writing.</b> Using coloured pencils in different ways can help to make parts of words memorable. You could highlight the tricky parts of the word or write the tricky part in a different colour. You could also write each letter in a different colour, or write the word in red, then overlay in orange, yellow and so on.</li> <li>• <b>Making up memorable 'silly sentences'</b> containing the word</li> <li>• <b>Saying the word in a funny way</b> – for example, pronouncing the 'silent' letters in a word</li> <li>• <b>Clapping and counting</b> to identify the syllables in a word.</li> </ul>

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